Gloria Floyd Elementary School

2021-22 Schoolwide Improvement Plan

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Gloria Floyd Elementary School

12650 SW 109TH AVE, Miami, FL 33176

http://gloriafloyd.dadeschools.net/

Demographics

Principal: Christine Smith M

Start Date for this Principal: 7/19/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (59%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Gloria Floyd Elementary, in cooperation with the parents and the community, is to provide a well-rounded education, in a safe learning environment which will enable all of our students to reach their highest potential.

Provide the school's vision statement.

At Gloria Floyd Elementary School, we envision our students receiving a state of the art educational experience, in a multicultural setting, which will nurture and encourage them to become effective communicators, critical thinkers, and productive citizens.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Dovale, Mayte	Principal	The principal's role is to set the goals and vision for the school and implement a plan for student and staff success. As the main instructional leader in the building, the principal sets the tone for all stakeholder investment in student success. The principal guides decision-making and engages various stakeholders in making decisions in order to work efficiently for the achievement of all students.
Munoz, Rosanna	Teacher, ESE	As an ESE teacher and a digital innovator, Ms. Munoz works closely with teachers to problem-solve, train, and maintain proper procedures for student success. With ESE teachers, she trains, communicates with all stakeholders, and follows-up on proper documentation for all ESE students to be able to have the best learning environment possible. As a digital innovator, she works with all staff, students, and parents to ensure up-to-date information is communicated and to help problem-solve issues with any new or innovative technology or strategies.
Murali, Latha	Teacher, K-12	As the lead mentor, Ms. Murali works closely with instructional staff to identify needs, mentor new teachers, or assist with proper implementation of school goals. She works closely with administration to establish professional learning communities and monitor their effectiveness. Additionally, she works closely with data to continuously plan for student achievement.
Navarro, Laura	Teacher, K-12	As a teacher leader, Ms. Navarro helps to facilitate, model, and implement strategies that will result in student success such as interventions, differentiated instruction, and use of data trackers. She communicates consistently with staff, students, and parents in order to provide support and ensure that every student makes progress.

Demographic Information

Principal start date
Tuesday 7/19/2016, Christine Smith M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
26

Total number of teacher positions allocated to the school
45

Total number of students enrolled at the school
320

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	43	53	58	43	63	60	0	0	0	0	0	0	0	320
Attendance below 90 percent	4	4	12	6	7	4	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	2	2	10	0	0	0	0	0	0	0	16
Course failure in Math	0	0	1	1	3	10	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	9	26	17	9	18	0	0	0	0	0	0	0	79

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	1	0	2	2	2	6	0	0	0	0	0	0	0	13

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	1	0	0	3	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	61	43	63	63	67	0	0	0	0	0	0	0	361
Attendance below 90 percent	4	11	6	8	4	4	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	3	11	3	0	0	0	0	0	0	0	19
Course failure in Math	0	0	1	4	11	11	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	3	7	5	0	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	3	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	1	1	0	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	62%	57%	71%	62%	56%
ELA Learning Gains				55%	62%	58%	59%	62%	55%
ELA Lowest 25th Percentile				32%	58%	53%	46%	59%	48%
Math Achievement				70%	69%	63%	72%	69%	62%
Math Learning Gains				59%	66%	62%	57%	64%	59%
Math Lowest 25th Percentile				38%	55%	51%	43%	55%	47%
Science Achievement				55%	55%	53%	64%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	60%	9%	58%	11%
Cohort Comparison						
04	2021					
	2019	69%	64%	5%	58%	11%
Cohort Comparison		-69%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	67%	14%	62%	19%
Cohort Comparison						
04	2021					
	2019	75%	69%	6%	64%	11%
Cohort Comparison		-81%				
05	2021					
	2019	56%	65%	-9%	60%	-4%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	53%	-2%	53%	-2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades K-5 use iReady data - AP1 for Fall, AP2 for Winter, and AP3 for Spring to monitor student progress. For grade 5 science, mid-year assessment was used to measure student progress in the winter.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.4	45.5	54.5
	Economically Disadvantaged	31.7	43.9	51.2
	Students With Disabilities	16.7	33.3	38.9
	English Language Learners	11.1		11.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.7	51.9	56.4
	Economically Disadvantaged	31.7	52.5	51.2
	Students With Disabilities	11.1	41.2	50
	English Language Learners	33.3	11.1	22.2

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	62.5	61.5
	Economically Disadvantaged	37.5	62.5	61.3
	Students With Disabilities	14.3	35.7	30.8
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.5	42.5	51.3
	Economically Disadvantaged	18.8	40.6	45.2
	Students With Disabilities	0	14.3	23.1
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	73.2	71.4	87.3
	Economically Disadvantaged	69.8	69.8	85.7
	Students With Disabilities	46.2	23.1	58.3
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.8	56.4	63.6
	Economically Disadvantaged	25.6	50	61.9
	Students With Disabilities	15.4	25	16.7
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	40.7	44.1
	Economically Disadvantaged	25.6	30.2	34.9
	Students With Disabilities		6.3	12.5
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.6	33.9	50.8
	Economically Disadvantaged	14	25.6	44.2
	Students With Disabilities	12.5	18.8	25
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.9	51.6	50
	Economically Disadvantaged	38.6	47.7	50
	Students With Disabilities	25	25	20
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.8	45.9	51.6
	Economically Disadvantaged	29.5	40.9	45.5
	Students With Disabilities	15.8	20	30
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		23	
	Economically Disadvantaged		16	
	Students With Disabilities		12	
	English Language Learners		0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	18		33	18	10	22				
ELL	56	35		49	22		42				
BLK	31	18		24	9		9				
HSP	62	38		56	29		50				
WHT	60			50							
FRL	49	28	20	41	23	10	33				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	35	33	43	41	25	21				
ELL	65	54	35	73	62	47	48				
BLK	48	52	33	42	32	7	27				
HSP	71	54	26	74	65	57	60				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	90			70							
FRL	65	50	24	69	53	29	51				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	53	49	47	43	46	44	36				
ELL	65	59	50	66	50	44	54				
BLK	46	43		46	48		64				
HSP	76	62	52	76	57	44	64				
WHT	92			92							
FRL	70	59	52	72	58	50	59				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	8
Percent Tested	89%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As per 2019 data, the following trends emerged:
All L25 students showed a decrease in learning gains in both reading and math.
Both ELA and Math decreased in proficiency.
Science achievement dropped from 64% to 55%.

As per 2021 data, the following trends emerged:
ELA proficiency went from 68% in 2019 to 56% in 2021, a decrease of 12 percentage points. ELA proficiency for students in Grade 4 was 49% and for students in Grade 5 was 42%.
ELA overall learning gains went from 55% in 2019 to 33% in 2021, a decrease of 22 percentage points.
ELA learning gains for L25 went from 32% in 2019 to 23% in 2021, a decrease of 9 percentage points.
Math proficiency went from 70% in 2019 to 50% in 2021, a decrease of 20 percentage points.
Math overall learning gains went from 59% in 2019 to 23% in 2021, a decrease of 36 percentage points.
Math learning gains for L25 went from 38% in 2019 to 8% in 2021, a decrease of 30 percentage points.
Science achievement dropped from 55% in 2019 to 42% in 2021, a decrease of 13 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

As per 2019 FSA data, ELA L25 learning gains decreased from 46% to 32% and Math L25 learning gains decreased from 43% to 38%.

As per 2021 data, the majority of students did not make learning gains in reading or math. Overall learning gains in ELA decreased by 22 percentage points and L25 learning gains decreased by 9 percentage points. In math, overall learning gains decreased by 36 percentage points and L25 learning gains decreased by 30 percentage points. Additionally, less than 50% of students in grades 4 and 5 met proficiency on the 2021 ELA FSA Assessment. In grade 4, only 49% of students met proficiency scores and in grade 5 only 42% of students met proficiency scores.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the last few years, focus has been placed heavily on standard-based collaborative planning and differentiated instruction. Although systems were put in place, they were not implemented with fidelity. We will continue to support these goals, monitor teacher implementation, and continue support and PD to meet the needs of all learners in the classroom. Focus will be placed heavily on the use of intervention time and using data to group, teach, and assess students effectively.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Progress monitoring data from the 2020-2021 school year shows grains in both reading and math in all grade levels from AP1 to AP3. Reading showed an increase from 27% at mid or above grade level on AP1 to 47% at mid or above grade level on AP3. Math showed an increase from 17% at mid or above grade level on AP1 to 45% at mid or above grade level on AP3.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Some of the factors contributing to this improvement include fidelity and systems in place with regards to use of technology programs for intervention and support, as well as data chats with both teachers and students, incentives for progress, and use of clear and direct systems for testing.

What strategies will need to be implemented in order to accelerate learning?

Differentiated instruction, use of new intervention materials with fidelity and support, professional development to support collaborative planning, consistent data analysis to identify student needs to access learning, and effective collaborative, standards-based planning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST teams will develop grade-level specific sessions during the first month of school on collaborative planning protocols and tools, as well as data review and using data to drive instruction. Additionally, PDs will be planned for October 29th on data-driven instruction and effective use of materials for student success. Math coaching cycles will be implemented with teachers individually to support specific needs. PLST team with the coach will guide collaborative planning sessions.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning sessions will be scheduled and a member of the leadership team will be in attendance at each session to ensure fidelity of systems and materials and that strategies are aligned with schoolwide goals. Extended learning opportunities will be provided to students - including, but not limited to, tutoring and intervention support, as well as content-specific clubs and activities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our 2021 and 2019 data findings that demonstrated Learning Gains for the L25 subgroup have been continuously decreasing. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The leadership team will conduct bi-weekly reviews of data during collaborative planning, adjust groups based on that data, and identify appropriate materials for intervention and enrichment. Administration will conduct 3 data chats with teachers yearly in order to address needs and walkthroughs will be conducted regularly in order to provide feedback to all necessary stakeholders.
Person responsible for monitoring outcome:	Mayte Dovale (mdovale@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available

Action Steps to Implement

8/31-10/11 - PLST members will provide teachers with professional development to share data, as well as provide support in understanding and disaggregating data. As a result, teachers will identify student needs based on data, and create lesson plans targeted toward those needs.

Person Responsible	Eugenia Salvo (esalvo@dadeschools.net)

8/31-10/11- Teachers will group students for intervention based on provided data. As a result, students will receive intervention materials targeted toward their needs and will make progress in learning gains.

Person Responsible	Laura Navarro (lnavarro30@dadeschools.net)

8/31-10/11- Administration along with testing coordinator will Implement protocols and procedures for diagnostic/baseline testing in all subject areas. As a result, all teachers will be provided timely and accurate data for instructional use through collaborative planning meetings.

Person Responsible	Rosanna Munoz (munozese@dadeschools.net)

10/4-10/11-Teachers will share data with students via data chat protocols and dissect data via administrative data chats with teachers. As a result, students will understand their goals and teachers will plan to guide them in achieving instructional goals.

Person Responsible	Eugenia Salvo (esalvo@dadeschools.net)

8/31-9/10 - Teachers will attend PD for new Intervention materials. Materials will be distributed upon arrival to all teachers.

Person Responsible	Eugenia Salvo (esalvo@dadeschools.net)

8/31-9/10- Teachers will review all data points in order to group students accordingly for Intervention.

Person Responsible	Laura Navarro (lnavarro30@dadeschools.net)

9/20-10/6- Students will complete AP1 Reading Diagnostic. Teachers will review new data and incorporate and plan for students' needs based on most available data.

Person Responsible	Eugenia Salvo (esalvo@dadeschools.net)

9/10-10/11- Teachers will tracks student progress via Intervention data and re-teach/remediate/provide enrichment where necessary.

Person Responsible	Laura Navarro (lnavarro30@dadeschools.net)

11/1-12/21 Teachers that have L25 students in their classrooms, will participate in differentiated instruction informational sessions provided by Miami Learns. As a result, teachers will be provided with additional methods and resources in order to purposefully differentiate instruction.

Person Responsible	Natalie Garcia (nataliegarcia@dadeschools.net)

11/1-12/21 Collaborative Planning Faculty meetings will be conducted twice a month. An administrator, Math Liaison, Reading Liaison and Science Liaison will participate in the collaborative planning sessions with the teachers. The teachers will be provided with data-driven support when planning for differentiated instruction in Reading, Writing, Mathematics and Science.

Person Responsible	Natalie Garcia (nataliegarcia@dadeschools.net)

1/31-4/29 The students in the L25 subgroup will participate in additional targeted instruction in the subject areas of Reading and Mathematics. The data obtained from iReady AP2 diagnostic results will be used in order to drive instruction. The Mathematics coach and the Reading leader will be working with the L25 subgroup 1-2 times per week.

Person Responsible	Natalie Garcia (nataliegarcia@dadeschools.net)

1/31-4/29 As a result of the MDCPS Math Support Visit, teachers will have separate Math DI folders for each student. Teachers in grades 2 – 5 are using the iReady Teacher Toolbox Practice and Problem-Solving digital resources, Bell Ringers (retrieved from Curriculum Resources), iReady, and iXL during rotations.

Person Responsible	Eugenia Salvo (esalvo@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Based on our 2021 data review, our school will implement the Targeted Element of Collaborative Planning. We selected the overarching area of Collaborative Planning based on the need to implement standards-based planning and planning for interventions and D.I. with fidelity. As the 2021 data shows, students are decreasing in meeting standard goals and making learning gains. The leadership team will provide the support necessary to implement effective collaborative planning that is standards-based and end-goal driven.
Measurable Outcome:	If we successfully implement Collaborative Planning, then our overall learning gains in both reading and math will increase by 5 percentage points and our science achievement scores will increase by 5 percentage points as evidenced by the Spring 2022 State Assessments.
Monitoring:	The leadership team will create invites, agendas, and documentation for all collaborative planning sessions that will be aligned to a standards-focused goal. Administration will attend collaborative planning sessions, conduct walkthroughs, review lesson plans, and check student authentic student work folders to ensure implementation and effectiveness of planning.
Person responsible for monitoring outcome:	Eugenia Salvo (esalvo@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Standards-Based Collaborative Planning. Implementing a standards-based approach will ensure that lessons are targeted, goal-oriented, and meeting the needs of students in achieving learner progress.
Rationale for Evidence-based Strategy:	Standards-based Collaborative Planning will ensure that teachers are prepared, using data to make decisions for student progress, are meeting standards-aligned goals, and can collaborate for the most effective outcomes.

Action Steps to Implement

8/31-9/24 - Curriculum leadership team will create a schedule for collaborative planning by grade level. As a result, teachers will have structured time for planning collaboratively.

Person Responsible	Eugenia Salvo (esalvo@dadeschools.net)

8/31-9/3 - Administration, along with curriculum team, will provide all teachers with curriculum binders for planning and all materials necessary for an efficient process. As a result, all teachers will use data and standards-based support materials for thoughtful standards-based lesson plans.

Person Responsible	Eugenia Salvo (esalvo@dadeschools.net)

9/8-9/24- Curriculum leadership team will review and implement collaborative planning protocols to ensure "end-in-mind" planning. As a result, teachers will have appropriate materials and standards-based goals which will be reflected in lesson plans.

Person Responsible	Laura Navarro (lnavarro30@dadeschools.net)

9/8-10/11 - Administrative participation and walkthroughs to ensure implementation of protocols and effective planning. As a result, teachers will use appropriate materials and make decisions based on data with fidelity.

Person Responsible Mayte Dovale (mdovale@dadeschools.net)

11/1-12/21 Collaborative Planning Faculty meetings will be conducted twice a month. Teachers will meet with their grade levels in order to plan with an end-in-mind. An administrator, Math Liaison, Reading Liaison and Science Liaison will participate in the collaborative planning sessions with the teachers. As a result, teachers will be provided with on going support from the liaisons in their perspective subject, when participating in the biweekly collaborative planning sessions.

Person Responsible Mayte Dovale (mdovale@dadeschools.net)

11/1-12/21 The School Leadership Team will engage in cultivating growth and clarity during the collaborative planning sessions. As a result, teachers will develop lesson plans that are purposeful, data driven, and are geared to meeting the academic needs of their students.

Person Responsible Christine Smith (pr2021@dadeschools.net)

1/31-4/29 During the first semester, the main focus of the instructional leaders was to schedule collaborative planning for teachers as well as provide them with data and resources. Collaborative planning sessions will now be focused on building teacher capacity by having teachers pull and analyze their class data, then use the standards in order to select appropriate resources to target instruction.

Person Responsible Laura Navarro (lnavarro30@dadeschools.net)

1/31-4/29 Collaborative Planning will be focused on Intentional Strategic Planning using the standards, assessment limits, and ALDs to select items for effective instruction.

Person Responsible Eugenia Salvo (esalvo@dadeschools.net)

#3. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale:	Based on 2021 culture survey data review, our school will implement the Targeted Element of Community Involvement. Data showed that student and staff attendance both decreased, as well as number of enrolled students, which has decreased steadily over the last few years. Additionally, 53% of staff either strongly disagreed or disagreed that staff morale is high at the school, compared to only 28% in the previous year.
Measurable Outcome:	If we successfully implement the Targeted Element of Community Involvement, we will see an increase of 10% in staff morale, as well as an increase in student registration and attendance.
Monitoring:	The leadership team will work to promote school goals and incorporate more stakeholders in achieving goals through communication platforms, input from an extended number of staff members, and positive promotion of the school vision and theme.
Person responsible for monitoring outcome:	Mayte Dovale (mdovale@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Community Involvement, our school will focus on the evidence-based strategy of: School Spirit, Pride, and Branding. Communication with parents, students, and staff will happen regularly through social media and communication platforms, newsletters/calendars will be sent out monthly to all stakeholders, and the leadership team will continue to promote school goals and achievements via planning/faculty meetings.
Rationale for Evidence-based Strategy:	School Spirit, Pride, and Branding will increase positive perceptions of the school to all stakeholders (parents, staff, and community members). By promoting the school, school goals, achievements, and events, all stakeholders will be included in achieving and celebrating student success and the public perception will assist in increasing registration.

Action Steps to Implement

8/31-9/3 - The principal will identify a school theme and logo aligned to current school year's goals and leadership team will share with all stakeholders. As a result, sharing language and school goals will create a sense of unity and shared goals among all stakeholders.

Person Responsible	Mayte Dovale (mdovale@dadeschools.net)

9/3-9/24- Leadership team will share and clarify with all stakeholders identified academic and culture goals, SIP action steps, and school grade goals. As a result, the team will promote inclusivity and school spirit.

Person Responsible	Mayte Dovale (mdovale@dadeschools.net)

9/7-10/11 Assistant Principal will create a newsletter/calendar to go out monthly to all stakeholders and communicate school events and academic protocols. As a result, stakeholders will be involved in activities, testing, and events happening at the school and encourage student participation and success.

Person Responsible	Eugenia Salvo (esalvo@dadeschools.net)

9/7-10/11- The school leadership team along with PTSA will create school spirit items to share with staff, students, and community that are aligned with school theme, vision, and goals. As a result, inclusivity in decision-making and shared goals will continue to be promoted by all stakeholders.

Person Responsible Latha Murali (murali@dadeschools.net)

11/1-12/21 The T.A.L.E.N.T.S. after school program consisting of homework help and enrichment clubs will begin on November 1st. As a result, students will have the opportunity to participate in enrichment activities such as; Coding, STEM, Arts & Crafts and Sports Club.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

11/1-12/21 The PLST team will continue to promote school goals, share expectations, relevant learning goals and networks of support during faculty meetings. As a result, the sense of unity and inclusivity will be consistent and ongoing.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

1/31- to 4/29 The SLT will continue their efforts in branding the school via school spirit, pride and communication with all stakeholders. Emphasis will be placed on sharing highlights via social media accounts.

Person Responsible Christine Smith (pr2021@dadeschools.net)

1/31-4/29 The Attendance Review Committee (ARC) will monitor the school's daily attendance report and identify students with 5 to 14 absences. Truancy meetings will be conducted by the ARC team for students with 15 absences or more. Parent meetings will be held in person/virtually in order to ensure follow through of services provided to the families. Additionally, teachers will provide ongoing support to mitigate additional learning loss due to absenteeism.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on data from the 2021 School Climate Survey and SIP Survey and a review of the Core Leadership Competencies, our school will implement the Targeted Element of Leadership Development. According to the SIP Survey data, only 55% of staff feel they collaborate with team members to plan for student outcomes, and only half of the staff regularly (weekly, monthly) receives guidance on using student data to plan for instruction.
Measurable Outcome:	If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided opportunities for support, guidance, and contributions for school-wide decisions through the building of teacher leader capacity at the school.
Monitoring:	The administrative team will meet regularly with the leadership team and continuously identify staff members that are experts and can serve as leaders/mentors for new initiatives or instruction. Coaching cycles will be implemented to provide support for learning, as well as support in intervention, science, and inclusion classes to aid in building teacher leader capacity and providing all staff with a support system within their colleagues.
Person responsible for monitoring outcome:	Mayte Dovale (mdovale@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of Creating Mentorship and Partnerships between Teachers. By developing teacher leaders, we hope to create an environment of mentorship, support, and growth among staff. This initiative will be evident by teacher leaders providing in-class support, as well as planning support, and coaching cycles.
Rationale for Evidence-based Strategy:	To develop teacher growth and, subsequently, student success, a culture of mentorship and partnerships among staff should be evident. By empowering staff members to become teacher leaders, we will build capacity within the building that will be long-lasting and impactful for student success.

Action Steps to Implement

8/31-9/3- Administration will identify teacher leaders within the school to mentor and promote professional growth. As a result, all teachers will have colleagues supporting them with school initiatives and goals.

Person Responsible	Mayte Dovale (mdovale@dadeschools.net)

9/1-10/11- Administration (along with curriculum team) will Identify teachers to receive support via modeling, coaching cycles, and mentorship. As a result, instruction will improve and be more targeted to student needs.

Person Responsible	Eugenia Salvo (esalvo@dadeschools.net)

9/1-10/11- Teacher leaders and coach will begin coaching cycles and mentorship support via collaborative planning, modeling, debriefing, and intervention groups with assigned schedules to classroom teachers. As a result, student outcomes should improve and reflect learning gains based on student needs.

Person Responsible	Laura Navarro (lnavarro30@dadeschools.net)

9/1-10/11- Administrators will follow-up through walkthroughs and feedback to ensure effectiveness of support. As a result, teachers and staff will have clear, direct feedback and will be able to adjust or share accordingly and in real time.

| **Person Responsible** | Mayte Dovale (mdovale@dadeschools.net) |

11/1-12/17 The PLST team will create a variety of professional development content delivery methods such as blended learning design models, face-to-face professional development during faculty meetings and grade level meetings. As a result, this will empower teachers to actively engage in leadership roles within the school culture.

| **Person Responsible** | Natalie Garcia (nataliegarcia@dadeschools.net) |

11/1-12/17 Administrators will continue to provide feedback from walkthroughs, participate in collaborative planning sessions, and empower teacher leaders. As a result, student academic outcomes should improve.

| **Person Responsible** | Christine Smith (pr2021@dadeschools.net) |

1/31-4/29 The PLST and school administrators will begin a book club. Participation from teachers will be optional. The first book that will be studied and shared is GRIT, The Power of Passion and Perseverance by Angela Duckworth. This initiative correlates with collaborating with team members, building capacity and expanding our school wide growth mindset initiative.

| **Person Responsible** | Mayte Dovale (mdovale@dadeschools.net) |

1/31-4/29 The instructional coaches will provide additional in class support, planning support and coaching cycles to the teachers of students that regressed on the AP2 iReady diagnostic.

| **Person Responsible** | Natalie Garcia (nataliegarcia@dadeschools.net) |

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that less than 50% of our tested students in grades 4 and 5 earned a proficient score on the Spring 2021 FSA Reading administration. Additionally, as per progress monitoring data on the Spring 2021 AP3 diagnostic reading assessment, less than 50% of our ESE students in 1st and 2nd grade scored in the proficiency range (in grade 1, 38.9% were proficient and in grade 2 30.8% of students were proficient).
Measurable Outcome:	If we successfully implement ELA, then our overall proficiency scores on the 2022 FSA ELA administration will increase by 10 percentage points and Learning Gains for all students on FSA ELA will increase by 10 percentage points. Additionally, proficiency levels on AP3 Reading Diagnostic in grades K-2 will increase by 5 percentage points by the May administration.
Monitoring:	The leadership team will be planning for intervention using appropriate materials and targeted groups in order to administer interventions with fidelity.
Person responsible for monitoring outcome:	Laura Navarro (lnavarro30@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Intervention/RTI. Intervention/RTI will assist in meeting the needs of all of our students (Tiers 1, 2, and 3) and providing the support needed for all students to make learning gains and move toward proficiency.
Rationale for Evidence-based Strategy:	Intervention/RTI will ensure that teachers are using appropriate materials and planning efficiently to meet students' needs in reading. Teachers will plan efficiently with the identified intervention program and implement with fidelity in order to provide students the skills they need to tackle grade level text.

Action Steps to Implement

8/31-9/3- Teachers will attend PD specifically targeted toward new Reading Intervention materials and resources. Materials will be distributed immediately upon arrival. As a result, all teachers will be prepared and have specific plans for implementing the new program with fidelity.

Person Responsible	Eugenia Salvo (esalvo@dadeschools.net)

8/31-9/3- Teachers will receive all available student reading data (Spring 2021 FSA, iReady AP3, SAT-10) in order to group students appropriately and begin the Intervention Program based on student needs. As a result, students will begin targeted instruction immediately and work on remediation of reading skills needed for the new grade level.

Person Responsible	Laura Navarro (lnavarro30@dadeschools.net)

9/15-9/23- Students will take AP1 Reading diagnostic to identify progress and needs. Teachers will review data and adjust groups as needed based on more current results. As a result, all students needing targeted intervention will take part in the intervention program and make progress toward goals. Additionally, students needing enrichment in specific areas can receive instruction targeted toward their goals.

Person Responsible	Laura Navarro (lnavarro30@dadeschools.net)

9/15-10/11- Teachers will track student progress via intervention program data and re-teach/remediate ELA standards when necessary. As a result, students will gain the skills necessary to tackle grade level text.

Person Responsible Eugenia Salvo (esalvo@dadeschools.net)

11/1-12/21 The ELA department will provide school administrators with training focused on Reading Horizons intervention and the newly adopted reading series. As a result, administrators will be adequately trained, therefore effectively supporting the teachers with providing interventions with fidelity.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

11/1-12/21 The Reading Liaison will provide support to teachers that have a large number of Tier II and Tier III students in their classes. The Reading Liaison will ensure that data driven differentiated instruction and interventions are taking place with fidelity. As a result, student proficiency in the AP2 iReady Diagnostic should increase.

Person Responsible Eugenia Salvo (esalvo@dadeschools.net)

1/31-4/29 The SLT team will work collaboratively with Ms. Iris Borghese, Ph.D. State Regional Literacy Director, Just Read Florida! FLDOE through the RAISE program. The focus will be on ELA.

Person Responsible Eugenia Salvo (esalvo@dadeschools.net)

1/31-4/29 The leadership team will place emphasis on recruiting teachers in order to provide students extended learning opportunities in the subject area of ELA. The extended learning opportunities in need of additional teachers include: TALENTS, Spring Break Academy and TITLE III tutoring.

Person Responsible Natalie Garcia (nataliegarcia@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

As per the school safety data, our school has ranked high in reports of violent incidents compared to data across the state for elementary schools. We are committed to using our resources (SRO, counselor, social worker, mental health coordinator) to better address student need before it becomes a major concern. This includes protocols for teachers to advise of any student concerns, small group counseling, consistent parent contact and communication, and offering of additional support services when needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported and encouraged through schoolwide incentive programs (for attendance and testing), as well as recognition for values matter focus and other district initiatives. Staff are provided opportunities to take part in team-building activities and social seminars where we come together to share celebrations of success during informal meet-ups. We also ensure information is provided to all stakeholder through our monthly calendar and newsletter, our ClassDojo platform, and via Microsoft Teams for staff to connect with one another consistently and share information. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are part of the School Leadership Team: the Principal, Assistant Principal, Instructional Coach, Teacher Leaders, and Counselors. The Principal's role is to create a vision for the school and schoolwide goals, as well as monitor and oversee all the school's initiatives and respond to concerns with morale by planning morale-boosting activities. The Assistant Principal will monitor the instructional support throughout the school and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders (including the Instructional Coach) assist in providing and responding to feedback from stakeholders, working with teachers to support instruction and build student capacity, and communicating with all stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.